

Saxton Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121585
Local authority	North Yorkshire
Inspection number	380274
Inspection dates	05–06 October 2011
Reporting inspector	Lynne Blakelock

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	66
Appropriate authority	The governing body
Chair	Margaret Waterhouse
Headteacher	Monica Good
Date of previous school inspection	26 February 2009
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Introduction

This inspection was carried out by two additional inspectors who observed four teachers teaching eight lessons. They held meetings with school leaders, representatives of the governing body and a group of pupils. The inspectors observed the school's work, and looked at a range of documentation including information about the achievement of different groups of pupils, curriculum planning, the school development plan and policies and procedures relating to the safeguarding of pupils. They also scrutinised the responses from staff and pupil questionnaires and the 47 responses of parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of provision for children of all abilities through the Early Years Foundation Stage.
- The rate of pupils' progress in writing.
- The impact of pupils' managing their learning on the pace of their progress.

Information about the school

This is a very small school compared to others of its type. It serves the village and the adjoining area. All pupils are White British. An above average proportion of pupils has special educational needs and/or disabilities, of which most are moderate learning difficulties. The proportion known to be eligible for free school meals is well below average.

The school has numerous awards, including the Activemark and the Inclusion Quality Mark. It has achieved the Intermediate level of the International Schools Award and has Healthy School Status. It leases the village hall, and a gymnasium and swimming pool from a local high school. The school is part of a cluster of nine primary schools.

The headteacher took up her post in April 2010.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Pupils make good progress from their individual starting points. They reach average levels in English and mathematics, with attainment rising through the school as consistently good teaching impacts on performance. A major strength and one that parents and carers value greatly, is the school's equal focus on promoting pupils' personal development. Within a caring, secure and inclusive ethos of Christian love, confident, respectful learners are armed well with the skills and qualities they need to be successful in the next stage of their education. Their contribution to the school and community is outstanding. Pupils' enjoyment of the school's provision, including good teaching and a good curriculum, promotes their positive attitudes, which are demonstrated in their good behaviour and excellent attendance.

The starting point for the school's good effectiveness is the very strong, focused leadership of the headteacher. Good systems for driving improvement are in place. Based on detailed and focused monitoring, they ensure the school has an accurate understanding of its performance and enable the school to make more rapid strides forward. Pupils' writing skills, for example, are improving quickly, especially lower down the school, due to carefully structured planning from the Early Years Foundation Stage. Handwriting and extended writing, both major foci, are leading to accelerating and good progress. Middle managers' good monitoring of subject areas, results in a comprehensive understanding of the quality of provision, although they are not yet involved in addressing whole-school issues to strengthen further leadership and management. The secure improvements since the last inspection, together with the effective governing body, confirm the school's good capacity for sustained improvement.

Pupils' good progress starts in the Early Years Foundation Stage. Provision has improved significantly. As with the rest of the school, careful planning results in resources and activities that meet the needs of all groups of learners well. Consistently good teaching and challenge promote the good progress of all groups of pupils and rising attainment levels through the school. Pupils are further motivated through management of their own learning. They know their targets, which are presented in forms that are appropriate to their age and which motivate them to achieve as well as they can. While self-assessment is more detailed in Key Stage 2, younger children are already making decisions about the quality of their learning through the use of symbols and signs. Pupils respond to the high expectations of

their teachers, with a very large majority always striving to do the very best that they can.

What does the school need to do to improve further?

- Strengthen leadership and management by broadening the roles and expertise of middle leaders so that their influence extends to whole-school issues as well as subject areas.

Outcomes for individuals and groups of pupils

2

Boys and girls enjoy learning, particularly through discovering for themselves. Their achievement is good. Children's levels of knowledge and skills on entry are now broadly in line with those typically found but in the small cohorts, they are variable between years. Very clear teaching enables younger pupils to make good progress in understanding the sounds that make up a word. Teachers constantly reinforce them, through the teaching of letters and sounds. Guided reading helps pupils to see the context of words and their meaning. Older pupils make good progress in writing complex sentences and can adapt their skills to a range of writing purposes. Pupils who find aspects of learning difficult are making overall good progress because learning is in small steps which help pupils to develop secure skills. Higher attaining pupils are challenged well and are increasingly proficient in adapting what they know to unfamiliar situations. Pupils learn in a spirit of cooperation and support, becoming increasingly confident learners. For instance, a more-able numeracy group demonstrated their good knowledge of multiplication to partition numbers and were able to explain their methods of working, as well as inverting the process.

Pupils' growing confidence as they move through the school and their good personal skills are promoted excellently by the many and varied opportunities for them to develop as responsible young citizens. While the school council organises a wide range of activities to add to the school's provision and manages a budget, other pupils lead initiatives and participate in them. Junior road safety officers, for example, help ensure that there are safe working practices in classrooms and around the school, with each class taking responsibility for their own rules. As a result, pupils respect each other, value others' contributions and are able to plan and justify their actions. Links with schools abroad and a programme of learning enable pupils to develop a good understanding of different lifestyles and cultures, as well as a collective responsibility for those they learn and play with, and for whom they fund-raise. Regular use of the adjoining church for learning and celebrations supports pupils' good spiritual and moral development. A carefully planned programme of personal, social and health education ensures pupils' good understanding of how to stay safe. Older pupils know how to use the internet wisely. Weekly lessons about healthy eating and very popular cooked lunches ensure that pupils have a good understanding of the importance of nutrition. Similarly, pupils make good use of the ever-increasing range of sports opportunities to keep fit. Through rising attainment through the school and good personal development, pupils are prepared well for secondary education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers make the purpose of learning clear and through the lesson remind pupils of the specific skill they should be working towards. As a consequence, pupils are able to judge how well they are learning. There is usually a good balance of teaching and pupils finding out for themselves, with a brisk pace to learning and a range of activities. Very occasionally, teaching goes on for too long. Pupils have regular chances to cooperate in teams and to work independently. Teaching assistants are very clear about their role because of their involvement in planning and the good communication between staff. Questioning by teachers is regularly probing. Marking, a much improved aspect since the last inspection, tells pupils their next steps in learning.

An increasingly rich and varied curriculum, that provides continuity of learning through the school, engages pupils of all abilities and interests. Subjects are increasingly linked together so that pupils see better the relevance of learning. It is particularly so in literacy, with pupils practising writing for a variety of purposes and in information and communication technology (ICT). Pupils with special educational needs and/or disabilities are provided for well through one-to-one and small group intervention with teaching assistants. Gifted and talented provision is developing, including, for example, an after-school Latin class for Year 6 pupils, due to run for a year. Specialist teaching, such as in French and music and a range of visits, visitors and after-school clubs, including dodge ball and a chess club, ensure a broad, balanced and creative programme of learning.

Pupils' needs and concerns are known and acted upon by staff, who are trusted by the pupils. Significant gains in pupils' happiness, self-esteem and readiness for learning have resulted from the carefully planned strategies of the staff, conscientious recording and the thoughtful work with relevant outside agencies. The school's arrangements for preparing Year 6 pupils for secondary education have been

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

extended and improved recently. This enables pupils to be more confident about the next stage of their education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has given the school a very clear direction and empowered the staff, who show great commitment to the school and great teamwork. Detailed and regular monitoring and evaluation of the school's performance, particularly the monitoring of the quality of teaching and the pace of pupils' learning have a significant impact in accelerating pupils' progress. Middle leaders are adding to the good knowledge the school has about its work, although their roles have not yet extended to addressing whole-school issues and thereby further strengthening the school's capacity for further improvement. All groups of pupils are making good progress, confirming good equality of opportunity. Monitoring of provision and the involvement of pupils in activities outside lessons shows that all groups participate and that there is no discrimination. There has been good improvement since the last inspection in the school's efforts to promote community cohesion. While local links are well established, the school has also forged several international links which continue to broaden pupils' understanding of the circumstances, lifestyles and practices of other cultures and religions.

The school strengthens its provision by a variety of partnerships, which add good value, in particular, to the curriculum, especially sport, and to supporting individual pupils' needs. Partnerships with parents and carers are very positive. The school acts on parents and carers' views and sends out regular and wide-ranging information to keep them well informed about their children's learning, school activities, and increasingly, how to support learning.

Safeguarding arrangements are satisfactory. While pupils rightly feel safe through the day, not all aspects of safeguarding show recommended good practice. The governing body is addressing this swiftly. It is effective in challenging the school's performance, because it has comprehensive knowledge of the school's work. The chair of governors gives a strong lead and as a result, the governing body is very effective in helping to steer the school further forward.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children join the Early Years Foundation Stage with levels of knowledge and skills that are typical for their age, although this varies from year to year. They make good progress.

The children are happy and secure, helped by improved arrangements to help them prepare for school. Children develop a wide range of personal and interpersonal skills, helped by learning in a mixed-age environment, where older pupils model good behaviour, kindness and respect. They proudly carry out their responsibilities. Their behaviour towards each other is good as they learn to share and take other children’s feelings into account. They are delighted to have an after-school activity – the Disney Club.

Children eagerly learn and discover through interesting and often exciting activities that match well their levels of skills and interests and quicken their progress. They enjoyed practising number bonds with the aid of conkers, water and sand. The teaching of letters and sounds provides a secure basis for them to start reading and writing. Speaking and listening are carefully incorporated into all learning.

The quality of planning, assessment and recording are rapidly improving features of the Early Years Foundation Stage. The headteacher, who leads and manages the stage effectively, analyses children’s learning weekly. Good communication between staff ensures continuity of planning. The records of learning are increasingly reflecting the breadth of children’s learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

A high proportion of parents and carers responded to the questionnaire. Of these, every parent and carer is happy with their children's experiences at school, agree that their children feel safe in school and enjoy being there. Most agreed with all of the other statements. Many added comments, almost all of which were positive. In particular, the headteacher's leadership was praised. Parents and carers commented on her influence on how, 'she makes the school everything that it is', and the, 'fantastic improvements'. They also commented on how the advances in technology provision, flexible learning groups and improvements to the playground are strengthening further the quality of provision.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Saxton Church of England Voluntary Controlled Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 47 completed questionnaires by the end of the on-site inspection. In total, there are 66 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	62	18	38	0	0	0	0
The school keeps my child safe	36	77	11	23	0	0	0	0
The school informs me about my child's progress	24	51	17	36	4	9	0	0
My child is making enough progress at this school	18	38	25	53	3	6	0	0
The teaching is good at this school	29	62	17	36	0	0	0	0
The school helps me to support my child's learning	23	49	21	45	2	4	0	0
The school helps my child to have a healthy lifestyle	35	74	11	23	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	51	19	40	0	0	0	0
The school meets my child's particular needs	23	49	21	45	2	4	0	0
The school deals effectively with unacceptable behaviour	22	47	16	34	4	9	2	4
The school takes account of my suggestions and concerns	20	43	19	40	6	13	0	0
The school is led and managed effectively	31	66	12	26	2	4	0	0
Overall, I am happy with my child's experience at this school	29	62	18	38	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 October 2011

Dear Pupils

Inspection of Saxton Church of England Voluntary Controlled Primary School, Tadcaster LS24 9QF

We enjoyed visiting you recently. Thank you for telling us about your school and sharing your views with us. Your opinions have been very helpful to us in the judgements that we have made. You go to a good school. We were very impressed by your outstanding attendance and good behaviour. They are important factors in the good progress that you make through the school.

You enjoy school a lot because teaching is good, regularly challenges you and allows you to learn independently. You are managing your learning more for yourself, through judging for yourself what you are achieving. The staff value all of you as individuals and give you all many opportunities to develop skills for the future. We enjoyed watching the Year 5 and 6 mini-orchestra, which showed us the good musical talents you are developing. You make an outstanding contribution to the school's work through the school council and leadership and teamwork roles. All of this takes place in a safe and caring school.

Your school is led very well by the headteacher, who with the staff is making lots of improvements. To improve the school further, the staff will take on more leadership responsibilities across all of the school.

You can help by continuing to work hard and making the most of all of the opportunities you are given.

Yours sincerely

Lynne Blakelock
Lead inspector

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